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ABSTRACT

A final evaluation was conducted in the 1989-90 school year of New York City (New York) Board of Education's project, Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition and Resource Systems (HAITI STARS). The project served 524 limited-English-proficient Spanish-speaking students at Far Rockaway High School in Queens, Haitian Creole-speaking students at Andrew Jackson High School in Queens, and Chinese-speaking students at Sheepshead Bay High School in Brooklyn. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and content area subjects presented bilingually or with ESL methodology and computer science. HAITI STARS also provided curriculum development and activities for parental involvement. The results of the evaluation indicate that the project was fully implemented. The students did receive instruction in ESL, NLA, content area subjects, computer education, and career advisement. The project met its objectives with regard to those instructional areas, referral to special programs, referral to special education, and curriculum development. However, the program only partially met attendance and parental involvement objectives. Statistical data are not available for objectives related to career advisement, grade retention, placement in programs for the gifted and talented, and postsecondary enrollment. Statistical data are presented in two tables. (JB)

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OREA Report

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(PROJECT HAITI STARS)
Grant Number: T003A80178

1989-90

FINAL EVALUATION REPORT

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FINAL EVALUATION REPORT

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8/90

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HIGHER ACHIEVEMENT AND IMPROVEMENT THROUGH INSTRUCTION WITH COMPUTERS AND SCHOLARLY TRANSITION AND RESOURCE SYSTEMS PROGRAM
(PROJECT HAITI STARS)
1989-90

SUMMARY

- Project HAITI STARS was fully implemented. Students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), content area subjects presented bilingually or with an E.S.L. methodology, computer education, and career advisement. The project also provided curriculum development and activities for parental involvement.

- The project met its E.S.L., N.L.A., computer science, dropout prevention, referral to special programs, referral to special education, and curriculum development objectives. It partially met its attendance and parental involvement objectives. Data were unavailable to evaluate the objectives for career advisement, grade retention, placement in programs for the gifted and talented, and enrollment in postsecondary programs.

Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition and Resource Systems (HAITI STARS) completed its second year of a Title VII Elementary and Secondary Education Act (E.S.E.A.) three-year funding cycle. The project served 524 students of limited English proficiency (LEP): Spanish-speaking students at Far Rockaway High School in Queens, Haitian Creole-speaking students at Andrew Jackson High School also in Queens, and Chinese-speaking students at Sheepshead Bay High School in Brooklyn. Participating students received instruction in E.S.L., N.L.A., content area subjects presented bilingually or with E.S.L. methodology (where available), and computer science. HAITI STARS also provided curriculum development and activities for parental involvement.

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

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TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Participating Students	1
	Staff	2
II.	IMPLEMENTATION	2
III.	OUTCOMES	3
	Instructional	3
	Noninstructional	4
	Follow-up of Program Participants	8
IV.	CONCLUSIONS	8

LIST OF TABLES

		PAGE
TABLE 1	Attendance Rates of Program and Mainstream Students by School	5
TABLE 2	Dropout Rates of Program and Mainstream Students by School	5

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition and Resource Systems (Project HAITI STARS). The project completed its second year of a three-year funding cycle under Title VII of the Elementary and Secondary Education Act (E.S.E.A.). Spanish-, Chinese- and Haitian Creole-speaking students of limited English proficiency (LEP) participated in the program. Participating students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), content area subjects presented either bilingually or with an E.S.L. methodology, and computer science. The project operated at Far Rockaway and Andrew Jackson High Schools in Queens and Sheepshead Bay High School in Brooklyn.

PARTICIPATING STUDENTS

The project served 524 students during the year. Of this number, 251 attended both semesters, 141 attended fall only, and 132 attended spring only. (Total fall attendance was 392; total spring attendance was 383.) The majority of the students were recent immigrants and had varying levels of proficiency in the English language. A small percentage of students lacked literacy skills in their native language. On average, the students had 8.5 years of education in their native country and 2.3 years of education in the United States.

STAFF

Project HAITI STARS' Title VII staff included a project coordinator who had a master's degree and eight years of experience in bilingual education, three resource specialists (each with a master's degree), and three paraprofessionals (one with a master's degree and the others with some college credits). All resource specialists were native speakers of the language used at the program site where they worked. At Sheepshead Bay High School where the resource specialist was ill for much of the school year, the paraprofessional administered the program in his absence. Non-Title VII-funded personnel primarily provided support and guidance services.

II. IMPLEMENTATION

Students who scored at or below the 40th percentile on the Language Assessment Battery (LAB) were eligible for the program. Other selection criteria included school records, teacher recommendations, teacher-made tests, and personal interviews. For placing students at their proper levels of instruction, the staff used teacher recommendations, report cards from previous schools, interviews with the resource specialists, and the results of a language survey.

Each site offered three or four levels of E.S.L. reading and writing. Far Rockaway provided a pre-beginning level for students with no knowledge of English.

Andrew Jackson High School provided program students with

four levels of French N.L.A. There was little demand for Haitian Creole N.L.A., although students used it when speaking. Far Rockaway High School provided program students with four levels of Spanish N.L.A. instruction, including advanced placement. Sheepshead Bay High School provided program students with mixed-level Chinese N.L.A. classes.

Content area courses taught bilingually or with an E.S.L. methodology were available to participating students in mathematics, science, and social studies. Limited guidance services were available at all sites.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- Project students will demonstrate a statistically significant improvement in English language proficiency.

Matching LAB data were available for 237 students. The mean gain was 3.1 Normal Curve Equivalents (N.C.E.s) (s.d.=9.0), and analysis indicated that the gain was significant ($p<.05$).

Project HAITI STARS met its objective for E.S.L.

Native Language Arts

- As a result of participating in the program 75 percent of program students will achieve a passing grade of 65 or better in Haitian Creole/French language arts.

Data were available for 196 students in the fall semester and 173 in the spring. In both semesters, 79 percent of the students achieved a final passing grade of at least 65. The

project met its N.L.A. objective for Haitian Creole/French.

There were no N.L.A. objectives for Chinese or Spanish.

Computer Science

- As a result of participating in the program, 75 percent of program students will show significant gains in computer science (BASIC and/or COBOL) and achieve a passing grade of 65 or better.

Data were available for 53 students in the fall semester and 79 in the spring. Ninety-one percent of the students in the fall and 85 percent in the spring met the passing criterion.

Project HAITI STARS achieved its objective for computer science.

NONINSTRUCTIONAL

Attendance

- As a result of participation in the program the attendance rate of students will be 10 percent greater than mainstream students.

Although project students at all sites demonstrated higher attendance rates than mainstream students, only at Andrew Jackson High School was the rate higher by ten percent or more. (See Table 1.) The project partially met its attendance objective.

TABLE 1

Attendance Rates of Program and Mainstream Students by School

School	Program		Mainstream
	Number of Students	Percent Attendance	Percent Attendance
Sheepshead Bay	114	92.8	87.4
Far Rockaway	184	89.8	86.8
Andrew Jackson	102	99.5	86.8

- The attendance rate of program students was higher than that of mainstream students at all sites.

Dropout Prevention

- As a result of participation in the program the dropout rate of the students will be less than mainstream students.

The program students' dropout rate was lower than that of mainstream students at all three sites. (See Table 2.) The project met its objective for dropout prevention.

TABLE 2

Dropout Rates of Program and Mainstream Students by School

School	Program Dropout Rate	Mainstream Dropout Rate
Sheepshead Bay	.9	5.6
Far Rockaway	5.9	8.8
Andrew Jackson	2.7	5.8

- Program students had lower dropout rates than did mainstream students at all sites.

Career Advisement

- All project students will meet on an individual basis with a Bilingual Specialist for advisement at least two times during the school year for career orientation and planning.

Guidance services were available but were limited at all sites. OREA was unable to assess the career advisement objective as stated because of a lack of data.

Referral to Special Programs

- As a result of participation in the program, the rate of referral to special programs (e.g. remedial programs) will be 10 percent less than mainstream students.

Although mainstream data were not available, none of the participating students were referred to special programs and OREA inferred that the project met its objective for referral to special programs.

Grade Retention and Referral to Special Education

- As a result of participation in the program, the rate of students' grade retention, referral to, or placement in special education classes will be 10 percent less than mainstream students.

Participating students' rate of grade retention was 9.6 percent, but mainstream grade retention data were not available. OREA was therefore unable to compare the two and could not evaluate the grade retention part of the objective.

No program students were referred to or placed in special education; the referral rate for mainstream students was six percent. Project HAITI STARS met the referral to special education part of the objective.

Placement in Programs for the Gifted and Talented and in Post-Secondary Education Institutions

- As a result of participation in the program, placement in programs for the gifted and talented and enrollment in post-secondary education institutions will be ten percent greater than mainstream students.

None of the program students were referred to programs for the gifted and talented. Students' rate of enrollment in post-secondary education institutions was 27.3 percent. However, OREA lacked the mainstream data necessary to evaluate both parts of this objective.

Curriculum Development

- At the end of the second project year, the curriculum specialists will have developed four additional interdisciplinary subject-matter curriculum guides for teaching science and social studies in the native language.

The project director reported that the project developed social studies and science curriculum guides in Haitian Creole/French, Spanish, and Chinese. It also developed computer literacy curriculum guides in Haitian Creole/French and Spanish. Project personnel at Andrew Jackson High School produced two instructional videotapes in science. Thus, Project HAITI STARS met its objective for curriculum development.

Parental Involvement

- As a result of the program, parents of project students will demonstrate 10 percent more parental involvement than parents of mainstream students.

The project director reported that parental involvement was greater this year than last. At Far Rockaway and Sheepshead Bay High Schools, parents of program students demonstrated 66 and

90 percent higher attendance rates at school functions than did mainstream parents. At Andrew Jackson High School, however, the parents of participating students demonstrated a lower attendance rate.

Project HAITI STARS partially met its objective for parental involvement.

FOLLOW-UP OF PROGRAM PARTICIPANTS

During the year, 24 students graduated and six were fully mainstreamed. In addition, 28 students transferred to another program or school and 37 dropped out. The project did not provide data on the academic achievement of former program participants.

IV. CONCLUSIONS

Project HAITI STARS served 524 LEP students: Spanish-speaking students at Far Rockaway High School, Haitian Creole-speaking students at Andrew Jackson High School, and Chinese-speaking students at Sheepshead Bay High School.

Project HAITI STARS met its E.S.L., N.L.A., computer science, dropout prevention, referral to special programs, referral to special education, and curriculum development objectives. It partially met its attendance and parental involvement objectives. Data to evaluate the objectives for career advisement, grade retention, placement in programs for the gifted and talented, and enrollment in postsecondary programs were lacking.

The program's strength lay in its instructional component, as demonstrated by its success in achieving those objectives.